

A HIGH SCHOOL CURRICULUM INCORPORATING HEART RATE

MONITORS AND PDA'S:

BROWNSBURG HIGH SCHOOL

A CREATIVE PROJECT)

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

PHYSICAL EDUCATION AND SPORT

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Heart Rate Monitors and PDAs Curriculum

Obesity has slowly and steadily taken over our society, particularly in children and adolescents. Physical education classes are a vital part in providing a solution to the on growing problem of obesity in youth (Ignico & Corson, 2006). With physical activity and motivation declining drastically in adolescence and with limited information on this issue, it is imperative that information be available for physical educators to help slow and reverse this problem. This can be achieved with the use and application of technology, specifically heart rate monitors and PDAs (personal assistant devices). In order to help implement heart rate monitors and PDAs in the classroom I plan on creating a curriculum for high school. Heart rate monitors would be used on fitness days. Activities for these days would include the mile run, twelve minute run, fitness stations, and personal fitness days. Personal fitness days are days where the students will get to choose their own activities to stay active and keep their heart rates up. Heart rate monitors will help keep students accountable and give them a more accurate assessment of their fitness level. This curriculum will help structure and organize the classroom in order to provide valuable information about the effects of heart rate monitors on aerobic endurance. This curriculum will also provide information on the effectiveness of PDA's (personal digital assistants). Physical Education classes are now on a time crunch. Class sizes have been increased and class time decreased. Heart rate monitors and PDA's can

help a physical education class be more effective and efficient. Overall, this curriculum may provide important information needed for physical educators to help combat obesity.

This curriculum will also prepare me and equip me with the knowledge I need to implement heart rate monitors and PDA's in my high school physical education classes.

INTRODUCTION AND STATEMENT OF THE PROBLEM

According to author Dr. Youfa Wang of the Johns Hopkins Bloomberg School of Public Health in Baltimore, if trends continue 86% of Americans will be obese by the year 2030. About 15 percent of children and adolescents are overweight and have a 70% chance of being obese adults (CDC, 2007). Obesity is not only taking over our world it is robbing our children of a long healthy future.

Over the past thirty years the number of overweight adolescents has tripled (CDC, 2007). Baker Harrell (2007) says that obesity is not an epidemic, but more like a cancer. Obesity has slowly and steadily taken over our society more importantly our children and adolescence. Harrell puts it best when he says, "More than ever, we live in a second-to-second and day-to-day world that values fast over healthy, digital over real, and high scores over play" (Harrell, 2007, p. 14).

Children and adolescents more than anyone are at war with technology and many other obstacles that prevent them from living an active lifestyle. However, research has concluded that the decline in motivation and participation in physical education class are key factors in the increase in obesity in children and adolescence (Harrell, 2007). Research concludes that physical education classes are in the best position for improving and increasing physical activity in children (Wang, G. Y, Pereira, B. & Mota, J, 2005).

However, little research has been available in providing valuable information for the improvement of activity levels in physical education class.

RATIONAL FOR USING HEART RATE MONITORS

Changes in Physical Education

Physical educators today face many challenges which include motivating students to participate in physical activity. According to Byere, (2008) there are many obstacles preventing physical educators from overcoming this important challenge of motivating students. This includes lack of motivational physical education programs and different levels of physical activity among adolescents (Byere, 2008). In order to enhance motivation in physical education programs, physical educators must overcome the battle with technology. Children and adolescents more than anyone are at war with technology and many other obstacles that prevent them from living an active lifestyle. Using technology in physical education could significantly improve physical activity in adolescents (Strand & Reeder, 1993). However, there are very few physical education teachers who are using technology to improve physical activity (Strand & Reeder, 1993).

Another obstacle physical educators must overcome is providing a program that will adapt to students at different levels of physical activity. In order to provide successful physical education programs that will fit all students and levels of physical ability individualized assessment should be put into place (Irwin, Symons, & Kerr, 2003). Students who are over weight or out of shape would develop more rapidly if physical educators would evaluate performance individually (Irwin, Symons, & Kerr, 2003).

Using Heart Rates in Physical Education

In 1993, Strand and Reeder did a study using heart rate monitors to observe heart rate intensity levels in middle school students in a variety of activities. They observed that students spend 62% of time below, 35 % within, and 3% above the target heart rate zone (Strand & Reeder, 1993). Heart rate monitors are great tools in improving motivation in physical education as well as time within target heart rate zone (Strand & Reeder). Heart rate monitors are a two piece device that reads the heart rate. The two piece device includes a watch and a chest transmitter. Information gathered from the chest transmitter is stored and read through the wrist watch (Weller, 1997). Heart rate monitors will help students to workout in the most appropriate and beneficial heart rate zone.

Heart Rates Monitors and Motivation in Adolescents

According to research heart rate monitors are effective tools that help provide a mastering learning environment and task-involved experiences in physical education (Ignico & Corson, 2006). The use of heart rate monitors help promote individualized instruction and assessment (Tipton & Sander, 2004).

Heart rate monitors assist in creating a mastering learning environment and task-involved experiences as through a few different ways. First, heart rate monitors provide students with immediate and concrete feedback (Ignico & Corson, 2006). With this immediate and concrete feedback students can also have immediate success or failure. When students have the ability to quickly and efficiently view the success of their performance, it can enhance intrinsic motivation (Ignico & Corson). In 2006, Ignico & Corson conducted a study with the hypothesis that concrete feedback and evidence of

success improves motivation. This theory supports and promotes the mastering and task-oriented theory. The study used heart rate monitors and 175 4th and 5th grade girls and boys. The hypothesis that followed this theory was that if children use heart rate monitors it will improve their 1-mile run times and performance in physical education. Results of this study supports and validate the mastering and task-oriented theory, specifically determining that concrete feedback and evidence of success in physical activity does motivate students (Ignico & Corson).

Second, heart rate monitors provide educational and individualized printouts (Strand & Reeder, 1993). Printouts give information on individual time in, above, and below the target heart rate zone. This information provides students with the opportunity to determine their own improvements (Strand & Reeder). With this information students can analyze and decide what changes they need to make with their activity intensity in physical education.

Third, heart rate monitors can provide physical educators with vital information that will allow them to evaluate and correct lessons to be more effective in providing an environment that promotes physical activity (Strand & Reeder, 1993). Also, heart rate monitors provide physical educators with immediate accurate information to analyze different activities in terms of aerobic benefit. The feedback will help in providing students a motivational and beneficial learning environment.

Finally, printouts can also be sent home to provide parents with information pertaining to their child. This could enhance communication with parents and physical educators as well as educating parents with enough information that would open the door

for them to become another encouraging factor for their child. This could allow parents to become part of the solution in increasing motivation in students.

Research has shown that heart rate monitors are great tools in providing motivation needed to increase physical activity and physical fitness in children (Ignico & Corson, 2006). Using target heart rate zones with heart rate monitors allows students to immediately see their individual performance, provides teachers essential feedback about cardiovascular benefits, and provides tools and knowledge for students to live an active lifestyle. As discussed before, heart rate monitors allow for individualized assessments in physical education, which according to research will enhance motivation (Treasure, 1997; Kursar, 2001).

Conclusion

As stated before, adolescents are not getting enough physical activity, and the main source of this would be the lack of motivation (Gao, Lee, & Harrison, 2008). This can result in adult obesity or even premature death (USDHHS, 1996). Strand and Reeder, (1993) provided strong evidence that adolescents are not getting enough physical activity and are not getting adequate amounts of physical education in their target heart rate zone to gain cardiovascular benefits. Ignico and Corson (2006) reported that the concrete feedback and evidence of success provided by using heart rate monitors not only improves fitness levels, but also increases motivation to increase physical activity (Ignico & Corson).

Program Philosophy

Physical Education is an essential part of developing the “whole” person. Physical education is the avenue for providing students the best skills and knowledge in order to live a healthy active life. Physical Education plays a vital role in integrating many needs of the students including: social, emotional, and physical. Our program will provide the students with a variety of activities, games, and modified games that will allow every student to participate. Our program will also provide students with technology that will allow them to work appropriately and monitor their own physical fitness. We will also provide an environment that allows students to feel the ability to be able to achieve and succeed without stereotype, biases, discrimination, or intimidation. We want all students to be good citizens in an alternate setting from the classroom.

DEMOGRAPHICS

Brownsburg Community School Corporation Demographics

Brownsburg School Corporation is located in the suburban town of Brownsburg. The population is made up of 84% Caucasian students, 7% African-American students, 4% Multiracial students, 3% Hispanic students, and 2% Native American. Graduation rate for the 2008-2009 school year was 89.9%. Also, within the school corporation 19% of the students are either receiving a free or reduced lunch.

Brownsburg High school

Brownsburg High School has one regular sized gymnasium, along with 2 smaller auxiliary gymnasiums, an indoor track, 16 tennis courts, 2 football fields, 2 tracks, a practice football field, wrestling room, weight room, and a pool. Also, the physical education department has a large supply of equipment which allows it to offer a wide variety of activities. Most class sizes have approximately 36 or more students. Students are required to take 2 semesters of physical education each year. Within these two semesters will be six weeks of swimming.

OBJECTIVES

Students Will:

1. Develop and maintain acceptable levels of physical fitness.
2. Learn a variety of lifetime activities that they can use to improve their physical fitness.
3. Learn how to use heart rate monitors to improve their physical fitness.
4. Develop and demonstrate the ability to get along with others.

EQUIPMENT

1. 36 heart rate monitors
2. 36 heart rate straps
3. 1 Pocket PC
4. 1 stop watch
5. 30 jump ropes
6. 4 bean bags
7. 15 dynabands
8. 36 tennis racquet
9. 13 tennis balls
10. 6 soccer balls
11. 12 nets or cones
12. 12 cones
13. 8 frisbees
14. 16 cones
15. 3 volleyball nets
16. 3 volleyballs
17. 4 badminton nets
18. 5 birdies
19. 2 overhead projectors
20. 25-30 basketballs (preferably boys and girls basketballs)
21. Access to basketball hoops
22. 4 softballs
23. 4 softball bats
24. 4 sets of softball bases

LESSON PLAN #1

Lesson Name:	Fitness Testing
Equipment:	30 jump ropes, 4 bean bags, 1 stop watch
Standards:	9.1.3, 9.32, 9.7.1, 9.4.3, 9.3.3,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Measure their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory or aerobic endurance, and quickness and agility. (Psychomotor) 2. Understand the mechanics of each fitness test. (Cognitive) 3. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<p>Sit-ups</p> <p>Time: 8-10 minutes</p>	<p>-Have mats (if available)</p> <p>- Have class partner up</p> <p>-Have first partner go first then second partner.</p> <p>-Record number of sit-ups on chart after 2 minutes.</p>	<p>-Arms crossed</p> <p>-Elbows hit knees</p> <p>-Shoulder blades must go hit the ground before starting the next sit-up.</p>	<p>1. Observation</p> <p>2. Recording number of sit-ups.</p>

Activity	Organization	Teaching Cues	Assessment
<p>Push-ups</p> <p>Time: 8-10 minutes</p>	<p>-Have mats (if available)</p> <p>- Have class partner up</p> <p>-Have first partner go first then second partner.</p> <p>-Record number of push-ups after 1 minute on chart.</p>	<p>-Back straight</p> <p>-Elbows must form a 90 degree angle</p>	<p>1. Observation</p> <p>2. Recording number of push-ups.</p>

Activity	Organization	Teaching Cues	Assessment
<p>Jump Rope</p> <p>Time: 8-10 minutes</p>	<p>-Have mats (if available)</p> <p>- Have class partner up</p> <p>-Have first partner go first then second partner.</p> <p>-Record number of jumps after 1 minute of jumping on chart.</p>	<p>-Back straight</p> <p>-Elbows must form a 90 degree angle</p>	<p>1. Observation</p> <p>2. Recording number of jump rope.</p>

LESSON PLAN #2

Lesson Name:	6 minute Run Test & Tennis
Equipment:	Stop watch, 35 tennis racquets, 13 tennis balls. Clock if available
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 4. Measure their cardiorespiratory or aerobic endurance, and performing various tennis skills. (Psychomotor) 5. Understand the rules and regulations of tennis. Also, understand how to perform various skills of tennis. (Cognitive) 6. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 6 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be playing playing tennis.</p> <p><i>Depending on class size these games will be either singles or doubles.</i></p>	<p>-Have students get their HRM.</p> <p>-Warm-ups 5 minute run Stretches 30 crunches 10-12 push-ups</p> <p>- Explain activities.</p> <p>-Have students run for six minutes.</p> <p>-Students should split up into their teams and play tennis.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p>		<p>1. Observation 2. Collecting Activity Sheets 2. Recording time in THZ with PDA.</p>

Time: 25 minutes	-Students should have twenty minutes in THZ.		
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LESSON PLAN #3

Lesson Name:	Fitness Friday (ladder day) w/Heart Rate monitors
Equipment:	Access to stairs, 4 cones, track
Standards:	9.1.3, 9.32, 9.7.1, 9.4.3, 9.3.3,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 7. Perform numerous activities that will improve their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory or aerobic endurance, and quickness and agility. (Psychomotor) 8. Understand the mechanics and what part of the body it focuses on of each activity. (Cognitive) 9. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<u>Work out</u> 5 laps (on track) 10 squat thrust Lunges from cone to cone 1 suicide (on basketball court)	-Students should get their heart rate monitors ready - Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups	-Lunges-Make sure knee is not out over toes. Put hands on hips or behind head. Chest up. -Suicides-touch lines with foot.	1. Observation 2. Recording time in THZ with PDA.
4 laps 8 squat thrust Lunges from cone to cone 1 suicide (on basketball court)	- Explain and demonstrate workout to students.	-Squat Thrust-make sure to jump straight up at the end of each squat.	
3 laps 6 squat thrust Lunges from cone to cone 1 suicide (on basketball court)	-To eliminate questions write work out on a big dry erase board or where students can see it.		
2 laps 4 squat thrust Lunges from cone to cone 1 suicide (on basketball court)	-When done students should wash and put away their HR monitors.		

1 laps 2 squat thrust Lunges from cone to cone 1 suicide (on basketball court) Time: 25 minutes	-Students should have twenty minutes in THZ.		
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Work out

5 laps (on track)

10 squat thrust

Lunges from cone to cone

1 progressive (on basketball court)

4 laps

8 squat thrust

Lunges from cone to cone

1 progressive (on basketball court)

3 laps

6 squat thrust

Lunges from cone to cone

1 progressive (on basketball court)

2 laps

4 squat thrust

Lunges from cone to cone

1 progressive (on basketball court)

1 lap

2 squat thrust

Lunges from cone to cone

1 progressive (on basketball court)

LESSON PLAN #4

Lesson Name:	Fitness Friday (Jump Rope)w/Heart Rate monitors
Equipment:	36 jump ropes
Standards:	9.1.3, 9.32, 9.7.1, 9.4.3, 9.3.3,
Objectives:	<p>Students will be able to:</p> <p>10. Perform numerous activities that will improve their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory/aerobic endurance, and quickness and agility. (Psychomotor)</p> <p>11. Understand the mechanics and benefits of jump roping. (Cognitive)</p> <p>12. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p>Work out</p> <p>-Single Jump Rope-3 min</p> <hr/> <p>-50 crunches</p> <hr/> <p>-Single Jump Rope-3 min</p> <hr/> <p>-50 crunches</p> <hr/> <p>-30 seconds jumps on right foot</p> <p>30 seconds jumps on left foot</p> <hr/> <p>-30 plank hold</p> <hr/> <p>-Run Skips (down and back)</p> <hr/> <p>-Single Jump Rope-2 min</p> <hr/> <p>-30 second break</p> <hr/> <p>-Single Jump Rope-1 min</p> <hr/>	<p>-Students should get their heart rate monitors ready.</p> <p>- Warm-ups</p> <p>5- minute run</p> <p>Stretches</p> <p>30 crunches</p> <p>10-12 push-ups</p> <p>- Explain and demonstrate workout to students.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes</p>	<p>-When jump roping land soft on toes.</p> <p>-Arms should stay close to side.</p>	<p>1. Observation</p> <p>2. Recording time in THZ with PDA.</p>

-30 second break	in THZ.		
-Speed Jump Rope-30 sec			
Speed Jump Rope-30 sec			
<i>Alternative activities:</i> Double Jumps Squat jumps Criss Cross jumps			
Time: 20 minutes			

LESSON PLAN #5

Lesson Name:	8 minute Run Test & Tennis
Equipment:	Stop watch, 35 tennis racquets, 13 tennis balls. Clock if available
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>13. Measure their cardiorespiratory or aerobic endurance, and performing various tennis skills. (Psychomotor)</p> <p>14. Understand the rules and regulations of tennis. Also, understand how to perform various skills of tennis. (Cognitive)</p> <p>15. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 8 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be playing tennis.</p> <p><i>Depending on class size these games will be either singles or doubles.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Explain activities.</p> <p>-Have students run for 8 minutes.</p> <p>-Students should split up into their teams and play tennis.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>		<p>1. Observation</p> <p>2. Collecting Activity Sheets</p> <p>2. Recording time in THZ with PDA.</p>

LESSON PLAN #6

Lesson Name:	Fitness Friday (Straights and Turns)w/Heart Rate monitors
Equipment:	In door/ Out door
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3,
Objectives:	<p>Students will be able to:</p> <p>16. Perform numerous activities that will improve their cardiorespiratory or aerobic endurance. (Psychomotor)</p> <p>17. Understand the benefits of running. (Cognitive)</p> <p>18. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Run straights & walk curves.</p> <p>Time: 25 min</p>	<p>-Students should get their heart rate monitors ready.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>- Students should have a five minute warms-up</p> <p>-Explain activity— For 20 minutes students will be running the straight aways and walking the curves on the track.</p> <p>-Students who feel comfortable can run the entire time.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should</p>	<p>-Good running form...(pound the nail)</p>	<p>1. Observation 2. Recording time in THZ with PDA.</p>

	<p>wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>		
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LESSON PLAN #7

Lesson Name:	Mat Ball w/Heart Rate monitors
Equipment:	4 big blue mats, 2 cones, 2 dodge balls, 15 colored belts
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>19. Participate in an activity that will improve their cardiorespiratory fitness. (Psychomotor)</p> <p>20. Understand the rules and regulations of mat ball. (Cognitive)</p> <p>21. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will participate in Mat Ball.</p> <p>-Split students into two teams of 13.</p> <p><u>Offense</u></p> <p>-Team on offense objective is to stay and not get out.</p> <p>-Every time a player makes it all around the bases they get 1 point.</p> <p><u>Defense</u></p> <p>-Defense can get an offensive player by:</p> <p>-hitting them with the ball.</p> <p>-Tagging first bases before the runner gets there.</p> <p>-Catching a ball DOES NOT count as an out!</p> <p><u>Other rules</u></p> <p>-Defensive players may only take three steps with the ball.</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>5- minute run</p> <p>Stretches</p> <p>30 crunches</p> <p>10-12 push-ups</p> <p>-Demonstrate and explain mat ball.</p> <p>-Split class in half.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	-Stay in THZ.	<p>1. Observation</p> <p>2. Recording time in THZ with PDA.</p>

<p>-If a person gets hit in the face they are safe.</p> <p>-If a student steps off the bases they have to run to the next base.</p> <p>-If the ball hits the ground, wall, bleachers, and then hits a player he/she is out.</p> <p>-Defense must get three outs before going to offense.</p> <p>-The lineup for offense must go boy girl.</p> <p>Time: 25 minutes</p>			
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LESSON PLAN #8

Lesson Name:	Fitness Friday (Fitness Stations)w/Heart Rate monitors
Equipment:	15 Dynabands and 38 jump ropes (Copies of activity sheet)
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>22. Measure their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory or aerobic endurance, and quickness and agility. (Psychomotor)</p> <p>23. Understand different fitness activity to improve their personal fitness level. (Cognitive)</p> <p>24. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be participating in a variety of fitness activities. (See attachment)</p> <p>Time: 25 minutes</p>	<p>-Make enough copies for all students.</p> <p>-Have Student bring a pencil to class.</p> <p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>-Demonstrate and explain activities.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have 20min in THZ.</p>	<p>-Please remind students to focus on technique for each activity.</p>	<p>1. Observation</p> <p>2. Collecting Activity Sheets</p> <p>2. Recording time in THZ with PDA.</p>

NAME _____ PERIOD _____

You must complete all activities for an A+

Jump rope x 100	Triceps Press x 15 each side	Superman lifts x 15	High knees Length of court x 4	Inverted Row x 15 2 times	Russian twists x 30
Aerobic steps x 50	Push-up planks x 20 sec. 3 times	Cones x 20 2 times	Quad. Press x 15 each side	Heel touch crunches x 30	Tuck jumps x 20 2 times
Calf raises x 15 2 times	Reverse tucks x 20	Jog laps x 5 outside court	Crunch pulls (with a partner, hold elbows to knees in crunch position) x 5 sec. each 10 times	Jumping jacks x 100	Wall sit x 60 count
Biceps curls with Dynaband x 12 each side 2 times	Hop over a line Front/back x 50	Half-court suicide	Power walk 2 laps outside court	Wall jumps x 15 (as high as you can reach) 2 times	Triangle Push-ups X 12
Squat Thrusts x 20	Inverted Bench Crunches x 20	Skip laps outside court 4 laps	Deltoid Press with Dynaband x 12 2 times	Hoola-Hoop fast feet x 15 2 times	Walking lunge 2 widths of basketball court

LESSON PLAN #9

Lesson Name:	10 minute Run Test & Small Sided Soccer Games (3 on 3 teams)
Equipment:	Stop watch, 6 soccer balls, 12 nets, 12 cones.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>25. Measure their cardiorespiratory or aerobic endurance, and performing various soccer skills. (Psychomotor)</p> <p>26. Understand the rules and regulations of soccer. Also, understand how to perform various skills of soccer. (Cognitive)</p> <p>27. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 10 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be small sided soccer games.</p> <p><i>Students should be split into 12 teams of 3.</i></p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Have students run for 10 minutes.</p> <p>-Students should be split into 12 teams of 3.</p> <p>-The gym should be divided into 6 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should</p>	<p>-Three P's for Soccer pass:</p> <p>-Plant-non kicking foot beside ball.</p> <p>-Putter-make a putter with kicking foot.</p> <p>-Push-ball towards target.</p>	<p>1. Observation 2. Collecting Activity Sheets 2. Recording time in THZ with PDA.</p>

Time: 25 minutes	<p>wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>		
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LESSON PLAN #10

Lesson Name:	Fitness Friday (Dance Dance Revolution)w/Heart Rate monitors
Equipment:	Track or a Gym floor
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>28. Measure their cardiorespiratory or aerobic endurance. (Psychomotor)</p> <p>29. Understand the benefits that dancing has on aerobic endurance. (Cognitive)</p> <p>30. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students participating in Dance Dance Revolution (DDR)</p> <p><i>-A company will come in and provide the equipment needed for dance dance revolution.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>-Demonstrate DDR to the students.</p> <p>-Split students up into groups of 4.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p>-Stay in THZ</p>	<p>1. Observation</p> <p>2. Recording time in THZ with PDA.</p>

LESSON PLAN #11

Lesson Name:	Fitness Friday (Personal Fitness Day)w/Heart Rate monitors
Equipment:	In door/ Out door
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>31. Measure their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory or aerobic endurance, and quickness and agility. (Psychomotor)</p> <p>32. Understand how to implement a fitness program based on their individual fitness level. (Cognitive)</p> <p>33. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be doing the workout that they have created for themselves.</p> <p><i>-Students should be given this assignment a week in advance and should hand in this assignment after their workout on Friday. These activities should be activities that should raise their heart rate and incorporate all aspects of fitness. Also, they should have enough activities to last them the entire class period.</i></p> <p>Time: 25 minutes</p>	<p>-Students should get their heart rate monitors ready</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should hand in their personal fitness workout to teacher.</p> <p>-Students should have twenty minutes in THZ.</p>	<p>This will depend on what activities each student decides to perform.</p>	<p>1. Observation</p> <p>2. Collecting Personal fitness workouts for grade.</p> <p>3. Recording time in THZ with PDA.</p>

LESSON PLAN #13

Lesson Name:	Ultimate Frisbee Keep Away
Equipment:	Stop watch, 8 frisbees, 16 cones.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>34. Measure their cardiorespiratory or aerobic endurance, and performing various Frisbee skills. (Psychomotor)</p> <p>35. Understand the rules and regulations of ultimate frisbee. Also, understand how to perform various skills of ultimate frisbee. (Cognitive)</p> <p>36. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-In groups students will either be playing keep away from the defense or trying to get the Frisbee from the offense. (see below for further instructions)</p> <p><i>Students should be split into 8 of 5.</i></p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Students should be split into 8 teams of 5.</p> <p>-The gym should be divided into 8 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p>	<p>-Stand Sideways -Step -Snap(wrist)</p>	<p>1. Observation 2. Collecting Activity Sheets 2. Recording time in THZ with PDA.</p>

Time: 25 minutes	-Students should have twenty minutes in THZ.		
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This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

Name/Title: Frisbee Keep-Away

Purpose of Event: This activity is a small group game designed to facilitate offensive movement and the idea of making short, quick passes and using pivots and fakes in a lead-up activity to ultimate frisbee.

Activity cues: Cues: stand sideways, and step, snap (wrist) and release.

Prerequisites: Students should already have learned the frisbee backhand throw and sandwich catch in stationary and dynamic situations.

Suggested Grade Level: 6-8

Materials Needed: Cones to divide playing area into squares, two pinnies for each group on defense, frisbees.

Description of Idea

Before starting, demonstrate the concept of moving to open space, short quick passes, and fakes and pivots.

Section off your gym or field into squares, allowing ample space for 5 students to move around freely. Divide students into groups of 5. Each group gets 2 pinnies (to be worn by defense) and 1 frisbee.

The object of the game for the offense is to make 5 catches before the defense makes 3 interceptions. Anytime the frisbee is not caught, or goes out of bounds, the frisbee goes back to the offense, at that spot. The frisbee has to be caught to count as a catch for offense or an interception for defense. The catches or interceptions do not have to be consecutive, so you do not start counting to 5 or 3 over again after a dropped frisbee. After an interception by the defense, they give the frisbee to the nearest offensive player, and play resumes. Once the offense makes 5 catches or the defense makes 3 interceptions, the defense gives their pinnies to someone on offense. This leaves 1 offensive player staying on

offense maintaining the 3 offensive players versus 2 defensive players situation. Players should rotate so they play both offense and defense during the game.

Variations:

After a set amount of time, ask whoever is on defense at the moment to rotate clockwise to the next square, so students get to play against many different groups.

The number of students in each group can be changed to accommodate class size. 2 on 2 or 3 on 3 also work well if the class cannot be evenly divided into groups of 5.

Focus on offensive movement, short quick passes, fakes, pivoting, leading with the throw

Other variations could include using a ball instead of a frisbee, making the playing area smaller, or having a different number of students per group.

Assessment Ideas:

Assess student's knowledge of offensive principles by using an exit slip as they leave class.

Ask students to write down 3 ways to get open on offense.

Use a checklist during class to check off demonstration of the offensive principles that were discussed.

Teaching Suggestions:

While the games are going on, remind students on offense to move to open spaces, make short quick passes, and use pivots and fakes. Remind students on defense to stay in between the frisbee and an offensive player at all times. Students should make sure that everyone on their team is included.

Submitted by **Amy Mickel** who teaches at Troy Howard Middle School in Belfast, ME. Thanks for contributing to PE Central! **Posted on PEC: 11/15/2004**. Printed 6601 times since 10/7/2004.

LESSON PLAN #14

Lesson Name:	Fitness Cards
Equipment:	8 deck of cards, 2 overhead projector, 2 transparency with activity on it, paper, pencils
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Measure their upper-body strength and endurance, abdominal strength and endurance, cardiorespiratory or aerobic endurance, and quickness and agility. (Psychomotor) 2. Understand the benefits of various activities on physical fitness. (Cognitive) 3. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Fitness Cards-Students will be running doing various activities using cards to determine the number of repetitions.</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Explain the activity</p> <p>-Put activity on overhead</p> <p>-Have students split themselves up in groups of five</p> <p>-Students should designate one person to record the number of each activity they perform.</p> <p>-Collect data from heart rate monitors</p>		<ol style="list-style-type: none"> 1. Observation 2. Collecting Activity Sheets 2. Recording time in THZ with PDA.

	<p>using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>		
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Fitness Cards

Dealer deals a card to each person. Each person must do the exercise on the card before the dealer can deal another card.

Ace – Entire group JOGS 1 lap around the gym

King – 20 TUCK JUMPS over a line

Queen – CRAB WALK the length of the gym, JOG back to your group

Jack – 35 JUMPING JACKS

Diamond – The card's # of PUSH-UPS

Heart – The card's # of MOUNTAIN CLIMBERS

Club (looks like a clover) - The card's # of SIT-UPS

Spade (looks like a shovel) - The card's # of SUPER LIFTS (10 sec count)

Joker- Entire group SPRINTS 1 lap around the gym

LESSON PLAN #15

Lesson Name:	Ultimate Frisbee Games
Equipment:	Stop watch, 8 frisbees, 16 cones.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 4. Measure their cardiorespiratory or aerobic endurance, and performing various Frisbee skills. (Psychomotor) 5. Understand the rules and regulations of ultimate frisbee. Also, understand how to perform various skills of ultimate frisbee. (Cognitive) 6. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing ultimate Frisbee games</p> <p><i>Students should be split into 8 teams of 5.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Students should be split into 8 teams of 5.</p> <p>-The gym should be divided 4 courts for ultimate Frisbee games.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should</p>	<p>-Stand Sideways -Step -Snap(wrist)</p>	<p>1. Observation 2. Collecting Activity Sheets 2. Recording time in THZ with PDA.</p>

	have twenty minutes in THZ.		
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LESSON PLAN #16

Lesson Name:	8 minute Run Test & Volleyball
Equipment:	Stop watch, 3 volleyball nets, 3 volleyballs.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 7. Measure their cardiorespiratory or aerobic endurance, and performing various volleyball skills. (Psychomotor) 8. Understand the rules and regulations of volleyball. Also, understand how to perform various skills of volleyball. (Cognitive) 9. Respect and work together with other students. (Affective)

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 8 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be playing volleyball games</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Explain activities.</p> <p>-Have students run for 8 minutes.</p> <p>-Students should split up 6 teams of 6 and play volleyball.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p><u>Passing</u></p> <p>-Thumbs parallel</p> <p>-Elbows together</p> <p>-knees been</p> <p>-Eyes on ball</p> <p><u>Overhead Pass</u></p> <p>-Triangle with hands (like drinking a 2 liter pop)</p> <p>-Knees bent</p> <p>-Push with finger tips</p> <p>-Extend arms</p> <p>-Snap wrist</p> <p><u>Serve</u></p> <p>-Transfer weight</p> <p>-elbow high</p> <p>-follow through</p> <p><u>Spike</u></p> <p>-Contact ball</p>	<p>1. Observation</p> <p>2. Collecting Activity Sheets</p> <p>2. Recording time in THZ with PDA.</p>

		with open hand -Elbow high -Snap wrist -Follow through	
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LESSON PLAN #17

Lesson Name:	Volleyball
Equipment:	Stop watch, 3 volleyball nets, 3 volleyballs.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>10. Measure their cardiorespiratory or aerobic endurance, and performing various volleyball skills. (Psychomotor)</p> <p>11. Understand the rules and regulations of volleyball. Also, understand how to perform various skills of volleyball. (Cognitive)</p> <p>12. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing volleyball games</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Explain activities.</p> <p>-Have students run for 8 minutes.</p> <p>-Students should split up 6 teams of 6 and play volleyball.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p><u>Passing</u></p> <p>-Thumbs parallel</p> <p>-Elbows together</p> <p>-knees been</p> <p>-Eyes on ball</p> <p><u>Overhead Pass</u></p> <p>-Triangle with hands (like drinking a 2 liter pop)</p> <p>-Knees bent</p> <p>-Push with finger tips</p> <p>-Extend arms</p> <p>-Snap wrist</p> <p><u>Serve</u></p> <p>-Transfer weight</p> <p>-elbow high</p> <p>-follow through</p> <p><u>Spike</u></p> <p>-Contact ball</p>	<p>1. Observation</p> <p>2. Collecting Activity Sheets</p> <p>2. Recording time in THZ with PDA.</p>

		with open hand -Elbow high -Snap wrist -Follow through	
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LESSON PLAN #18

Lesson Name:	10 minute Run Test & Badminton (2 on 2 teams)
Equipment:	Stop watch, 4 badminton nets, 4 birdies, 16 cones.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>37. Measure their cardiorespiratory or aerobic endurance, and performing various badminton skills. (Psychomotor)</p> <p>38. Understand the rules and regulations of badminton. Also, understand how to perform various skills of badminton. (Cognitive)</p> <p>39. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 10 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be playing badminton (doubles).</p> <p><i>-To make the games go quick students should only play to 10 rally score.</i></p>	<p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>-Have students run for 10 minutes.</p> <p>-Students should be split themselves up into teams of 2</p> <p>-The gym should be divided into 6 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p>	<p><i>Please look below</i></p>	<p>1. Observation</p> <p>2. Recording wins and scores for each game.</p> <p>3. Collecting Activity Sheets</p> <p>4. Recording time in THZ with PDA.</p>

Time: 25 minutes	-Students should have twenty minutes in THZ.		
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LESSON PLAN #19

Lesson Name:	Badminton (2 on 2 teams)
Equipment:	4 badminton nets, 4 birdies, 16 cones.
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>40. Measure their cardiorespiratory or aerobic endurance, and performing various badminton skills. (Psychomotor)</p> <p>41. Understand the rules and regulations of badminton. Also, understand how to perform various skills of badminton. (Cognitive)</p> <p>42. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing badminton (doubles).</p> <p><i>-To make the games go quick students should only play to 10 rally score.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>-Students should split themselves up into teams of 2</p> <p>-The gym should be divided into 6 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have 20min in THZ.</p>	<p><i>Please refer to lesson 14</i></p>	<p>1. Observation</p> <p>2. Recording wins and scores for each game.</p> <p>3. Collecting Activity Sheets</p> <p>4. Recording time in THZ with PDA.</p>

LESSON PLAN #20

Lesson Name:	Floor Hockey Games
Equipment:	36 Hockey sticks, 4 pucks
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>43. Measure their cardiorespiratory or aerobic endurance, and performing various hockey skills. (Psychomotor)</p> <p>44. Understand the rules and regulations hockey. Also, understand how to perform various skills of hockey. (Cognitive)</p> <p>45. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing Hockey Games).</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>-Students should be split up into 6 teams of 6.</p> <p>-The gym should be divided into 6 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have 20 min THZ.</p>	<p><i>1. Keep sticks down!</i></p>	<p>1. Observation</p> <p>2. Recording wins and scores for each game.</p> <p>3. Collecting Activity Sheets</p> <p>4. Recording time in THZ with PDA.</p>

LESSON PLAN #21

Lesson Name:	10 minute Run Test /Floor Hockey Games
Equipment:	Stop watch, 36 Hockey sticks, 4 pucks
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>46. Measure their cardiorespiratory or aerobic endurance, and performing various hockey skills. (Psychomotor)</p> <p>47. Understand the rules and regulations hockey. Also, understand how to perform various skills of hockey. (Cognitive)</p> <p>48. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be running for 10 minutes straight.</p> <p><i>They should be running for the entire time. This will be counted as a test grade.</i></p> <p>-Students will be playing Hockey Games).</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Have students run for 10 minutes.</p> <p>-Students should be split up into 6 teams of 6.</p> <p>-The gym should be divided into 6 courts. <i>If there are not enough goals use walls and cones and goals.</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should</p>	<p>1. <i>Keep sticks down!</i></p>	<p>1. Observation 2. Recording wins and scores for each game. 3. Collecting Activity Sheets 4. Recording time in THZ with PDA.</p>

	<p>wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>		
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LESSON PLAN #22

Lesson Name:	Basketball Skills Challenge
Equipment:	Stop watch, 36 Basketballs, 3 Basketball Hoops
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>49. Measure their cardiorespiratory or aerobic endurance, and performing various basketball skills. (Psychomotor)</p> <p>50. Understand the rules and regulations of basketball. Also, understand how to perform various skills of basketball. (Cognitive)</p> <p>51. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be participating in 7 different basketball stations.</p> <p>See attachment below for details.</p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups</p> <p>-Students should be split up groups of 5.</p> <p>-The gym should be divided into 7 stations. <i>See attachment for details</i></p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p>1.</p> <p><u><i>Shooting: BEEF</i></u></p> <p>-Balance</p> <p>-Eyes</p> <p>-Elbow Follow-Through</p> <p>2. <u><i>Passing-</i></u></p> <p>-Head up</p> <p>-Thumbs down</p> <p>-Snap wrist</p> <p>-Step towards target</p> <p>3. <u><i>Dribbling</i></u></p> <p>-Head/eyes up</p> <p>-Dribble on pads of fingers</p>	<p>1. Observation</p> <p>2. Recording wins and scores for each game.</p> <p>3. Collecting Activity Sheets</p> <p>4. Recording time in THZ with PDA.</p>

Station #1—Knock Out

Knock Out-

- Students should line up single file behind the free-throw line.
- The first two people in line should have a basketball.
- Allow the first person to shoot. If the shot is made, the player tosses the ball to the third player in line. If the shot is missed, the player must immediately try to rebound and score before the following player shoots a free throw or the player is knocked out of the game.
- Understand that if the second player also misses, that player must try to rebound and score before the first player rebounds, scores and quickly passes the ball to the third player waiting at the free-throw line, or the second player risks being knocked out.
- Note that play stops momentarily when a player is knocked out, and basketballs are again given to the next two players in line.
- Continue playing until one player remains.

Station #2—Team Shooting

Team Shooting

- Students will break themselves up into two teams.
- Each team will start at the cone closest to the basketball.
- When each team makes 3 shots in a row they will move to the next cone.
- The team that makes it through all three cones first wins.

Station #3-Dribble Zig Zag

Dribble Zig Zag

- There will be two rows of 5 or six cones.

- Students will split themselves up into two groups
- One at a time students should dribble in and out of the cones down and back.
- When done they should pass the ball to the next person in line.

Station #4-Dribble Tag

Dribble Tag

- Every student will have a ball
- The object of the game is to keep your dribble while trying to knock someone else ball away.
- If a student gets their ball knock out of the designated area they are out until the next game.
- Students are not allowed to travel, double dribble, or foul.
- The last student left in the winner.
- To speed things up with 3 players or less shorten up the designated area.*

Station #5-Ball Handling

Ball Handling

Have students perform different drills to improve ball handling skills.

- Around the waste
- Figure 8
- Dribble Figure 8
- Flip flops
- Spider
- Scissors
- Spin it on your figure ☺

Station #6-Passing

Passing

- Students should find a partner
- Students will work on different types of passing
 - Bounce Pass
 - Chest Pass
 - Over head Pass
 - Pass off the dribble

Station #7-Lay-ups

Lay-ups

- Students will split up into two groups
- Each group should start behind the cone
- The right side will have the ball first and dribble in for a layup.
- The students on the left side will rebound for them and pass the ball to the next person in line.
- When everyone has tried three or four times the ball should move to the left side for left handed lay-ups.

LESSON PLAN #23

Lesson Name:	Basketball (3 on 3 games)
Equipment:	Stop watch, 8 Basketballs, 6 Basketball Hoops
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>52. Measure their cardiorespiratory or aerobic endurance, and performing various basketball skills. (Psychomotor)</p> <p>53. Understand the rules and regulations of basketball. Also, understand how to perform various skills of basketball. (Cognitive)</p> <p>54. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing 3 on 3 basketball games.</p> <p><i>Students will call there own fouls.</i></p> <p><i>Defense has to take the ball back behind the three point line if it hits the rim.</i></p> <p><i>Students will play to 21.</i></p> <p><i>If boys are having trouble passing to girls, make a rule that says boys have to pass to girls and girls have to pass to boys.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Students should be split into 12 groups of 3.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p>1. <u>Shooting:BEEF</u> -Balance -Eyes -Elbow Follow-Through 2. <u>Passing-</u> -Head up -Thumbs down -Snap wrist -Step towards target 3. <u>Dribbling</u> -Head/eyes up -Dribble on pads of fingers</p>	<p>1. Observation 2. Recording wins and scores for each game. 3. Collecting Activity Sheets 4. Recording time in THZ with PDA.</p>

LESSON PLAN #24

Lesson Name:	Softball (home run durby)
Equipment:	3 Softball fields, 3 softballs, 3 softball bats
Standards:	9.1.3, 9.3.2, 9.7.1, 9.4.3, 9.3.3, 9.4.1,
Objectives:	<p>Students will be able to:</p> <p>55. Measure their cardiorespiratory or aerobic endurance, and performing various softball skills. (Psychomotor)</p> <p>56. Understand the rules and regulations of softball. Also, understand how to perform various skills of softball. (Cognitive)</p> <p>57. Respect and work together with other students. (Affective)</p>

Activity	Organization	Teaching Cues	Assessment
<p><u>Work out</u></p> <p>-Students will be playing Home run durby.</p> <p><i>Students will hit the ball. Then they have to make it around all the bases and home before the defensive teams throws them out.</i></p> <p><i>After the offense hits the ball the defense has to throw it to all the bases before the runner makes it home.</i></p> <p>Time: 25 minutes</p>	<p>-Have students get their HRM.</p> <p>- Warm-ups 5- minute run Stretches 30 crunches 10-12 push-ups</p> <p>-Students should be split into 4 groups of 9.</p> <p>-Collect data from heart rate monitors using PDA.</p> <p>-When done students should wash and put away their HR monitors.</p> <p>-Students should have twenty minutes in THZ.</p>	<p><u>1. Hitting</u> -Eyes on ball -Follow through -Pivot on back foot -Head stays down</p> <p><u>2. Fielding</u> -Bottom down -Glove open and free hand will guide ball in.</p> <p><u>3. Throwing</u> -Non throwing shoulder towards target -Throwing arm elbow high</p>	<p>1. Observation</p> <p>2. Recording wins and scores for each game.</p> <p>3. Collecting Activity Sheets</p> <p>4. Recording time in THZ with PDA.</p>

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